

Nonfiction Titles

Examples of Reading Selections

Fiction Titles

1700L	DISCOURSE ON THE METHOD AND MEDITATIONS ON FIRST PHILOSOPHY	
1690L The Harlem Renaissance 1690L Dog Tags Yapping 1680L Laser Satellite Communication 1680L Beethoven on Beethoven 1660L Beowulf and Celtic Tradition 1630L Grainger on Music	To such a class of things pertains corporeal nature in general, and its extension, the figure of extended things, their quantity or magnitude and number, as also the place in which they are, the time which measures their duration, and so on. That is possibly why our reasoning is not unjust when we conclude from this that Physics, Astronomy, Medicine and all other sciences which have as their end the consideration of composite things, are very dubious and uncertain; but that Arithmetic, Geometry and other sciences of that kind which only treat of things that are very simple and very general, without taking great trouble to ascertain whether they are actually existent or not, contain some measure of certainty and an element of the indubitable. (Rene Descartes, author) © 2004 by Hackett Publishing Co.	1660L Sons 1620L How I Live Now
1600L	FUNDAMENTAL PRINCIPLES OF THE METAPHYSICS OF MORALS	
1580L The Origins of the First World War 1570L The Family on Trial in Revolutionary France 1550L The Art of War 1530L Galileo’s Daughter 1520L Twentieth-Century Music 1520L A Modest Proposal	In fact, it is absolutely impossible to make out by experience with complete certainty a single case in which the maxim of an action, however right in itself, rested simply on moral grounds and on the conception of duty. Sometimes it happens that with the sharpest self-examination we can find nothing beside the moral principle of duty which could have been powerful enough to move us to this or that action and to so great a sacrifice; yet we cannot from this infer with certainty that it was not really some secret impulse of self-love, under the false appearance of duty, that was the actual determining cause of the will. (Immanuel Kant, author) © 2004 by Kessinger Publishing Company.	1530L The Good Earth 1520L A Fable 1500L Don Quixote
1500L	ON ANCIENT MEDICINE	
1490L Ring of Bright Water 1490L Alphabet to Email 1450L Baseball and Billions 1420L Walden 1410L Profiles in Courage 1400L Life and Times of Frederick Douglass	And as to him who had been accustomed to dinner, since, as soon as the body required food, and when the former meal was consumed, and he wanted refreshment, no new supply was furnished to it, he wastes and is consumed from want of food. For all the symptoms which I describe as befalling to this man I refer to want of food. And I also say that all men who, when in a state of health, remain for two or three days without food, experience the same unpleasant symptoms as those which I described in the case of him who had omitted to take dinner. (Hippocrates, author) © 204 by Kessinger Publishing Company.	1460L Alida’s Song 1450L The Confessions of Nat Turner 1450L Billy Budd 1420L The Scarlet Letter 1420L Master Humphrey’s Clock 1410L Ivanhoe
1400L	THE SCARLET LETTER	
1370L The Autobiography of Benjamin Franklin 1340L Silent Spring 1330L The Snow Leopard 1330L Roots 1320L The Lives of a Cell 1320L Into Thin Air	But the point which drew all eyes, and, as it were, transfigured the wearer—so that both men and women who had been familiarly acquainted with Hester Prynne were now impressed as if they beheld her for the first time—was that SCARLET LETTER, so fantastically embroidered and illuminated upon her bosom. It had the effect of a spell, taking her out of the ordinary relations with humanity, and enclosing her in a sphere by herself. “She hath good skill at her needle, that’s certain,” remarked one of her female spectators; “but did ever a woman, before this brazen hussy, contrive such a way of showing it? Why, gossips, what is it but to laugh in the faces of our godly magistrates, and make a pride out of what they, worthy gentlemen, meant for a punishment?” (Nathaniel Hawthorne, author) © 1984 by Buccaneer Books, Inc.	1380L Wuthering Heights 1370L Animal Farm 1340L The Hunchback of Notre Dame 1320L The Metamorphosis 1310L Nicholas Nickleby 1300L Little Women
1300L	BROWN v. BOARD OF EDUCATION: 1954	
1260L Abe Lincoln Grows Up 1250L The Joy of Music 1240L Blood Done Sign My Name 1220L Music of the Golden Age 1210L Extraordinary Women Scientists 1200L One Writer’s Beginnings	Under that doctrine, equality of treatment is accorded when the races are provided substantially equal facilities, even though these facilities be separate. In the Delaware case, the Supreme Court of Delaware adhered to that doctrine, but ordered that the plaintiffs be admitted to the white schools because of their superiority to the Negro schools. The plaintiffs contend that segregated public schools are not “equal” and cannot be made “equal,” and that hence they are deprived of the equal protection of the laws. Because of the obvious importance of the question presented, the Court took jurisdiction. Argument was heard in the 1952 Term, and reargument was heard this Term on certain questions propounded by the Court. (347 US 483, 98 L ed 873, 74 S Ct 686)	1270L Lemony Snicket: The Unauthorized Autobiography 1260L Adam Bede 1260L The Swiss Family Robinson 1240L The Midwife’s Apprentice 1210L The Namesake 1200L Incident at Hawk’s Hill
1200L	COLD MOUNTAIN	
1180L Escape from Earth 1170L Revenge of the Whale 1160L As Long as the Rivers Flow 1150L My Life in Dog Years 1130L African American Musicians 1100L My Losing Season	Inman looked at the caravan, its smallness, and the hard, narrow sleeping pallet. He thought about the vines in the wheel spokes and said, How long have you been camped here? The woman held out her hands palm side to and looked down at her fingers and Inman thought she was about to count up years by tapping thumb to digits, but instead she turned her hands over and looked at their backs. The skin was wrinkled, crosslatched with fine lines dense as deep shadow in a steel engraving. The woman went to the narrow cabinet and opened the doors, which swung on leather hinges. He shuffled among shelves of leather—bound journals until she came upon the one sought, and then she stood and paged through it at great length. (Charles Frazier, author) © 1997 by Vintage.	1170L The Call of the Wild 1160L The Iliad 1140L The Jungle Book 1130L All the King’s Men 1130L Tale of Two Cities 1120L The Sword in the Stone
1100L	PRIDE AND PREJUDICE	
1080L Candyfreak 1080L Bury My Heart at Wounded Knee 1040L An American Childhood 1040L High Exposure 1010L Michael Jordan 1010L Travels with Charley	Occupied in observing Mr. Bingley’s attentions to her sister, Elizabeth was far from suspecting that she was herself becoming an object of some interest in the eyes of his friend. Mr. Darcy had at first scarcely allowed her to be pretty; he had looked at her without admiration at the ball; and when they next met, he looked at her only to criticise. But no sooner had he made it clear to himself and his friends that she had hardly a good feature in her face, than he began to find it was rendered uncommonly intelligent by the beautiful expression of her dark eyes. (Jane Austen, author) © 2004 by CENGAGE Learning.	1090L 1984 1070L All Things Bright and Beautiful 1050L Heart of Darkness 1030L Adam of the Road 1010L Siddhartha 1000L The Watsons Go to Birmingham
1000L	LOOK HOMEWARD, ANGEL	
990L Catch Me if You Can 970L Leon’s Story 960L Counting Coup 950L Flags of our Fathers 940L Swimming to Antarctica 920L Talking with Artists	On small solicitation, she sang for the boarders, thumping the cheap piano with her heavy accurate touch, and singing in her strong, vibrant, somewhat hard soprano a repertory of songs classical, sentimental, and comic. Eugene remembered the soft cool nights of summer, the assembled boarders and “I Wonder Who’s Kissing Her Now,” which Gant demanded over and over; “Love Me and the World Is Mine”; “Till the Sands of the Desert Grow Cold”; “Dear Old Girl, the Robbin Sings Above You”; “The End of a Perfect Day”; and “Alexander’s Rag-Time Band,” which Luke had practised in a tortured house for weeks, and sung with thunderous success in the High School Minstrels. (Thomas Wolfe, author) © 1997 by Simon & Schuster.	960L I Am One of You Forever 950L Bud, Not Buddy 940L Old Man and the Sea 930L A Perfect Friend 920L A Single Shard 900L The Jack Tales
900L	LISTENING FOR LIONS	
890L Education of Little Tree 880L The Circuit 860L Through My Eyes 840L So You Want to Be an Inventor 820L They’re Off: Story of the Pony Express 820L Shark Attack!	Kanoro said, “You should not have made the trip alone through the bush. I will go back with you.” When he had pulled the thorns from my legs and bandaged my blistered heels, he took up Father’s rifle, holding it proudly, and together we retraced my steps with no adventure except for a porcupine that sent up its quills at the sight of us and then waddled away. When the Pritchard house came into view, Kanoro stopped abruptly, as if the house might cast an evil spell on him. “Rachel, you are like my own child. How can I let you go into that place? The people in there are like buzzards. They will peck at you until nothing is left.” (Gloria Whelan, author) © HarperCollins.	880L Her Stories 870L The Light in the Forest 860L Cry, the Beloved Country 840L The Adventures of Pippi Longstocking 830L Phineas L. MacGuire...Blasts Off! 810L A Tree Grows in Brooklyn
800L	ENDER’S GAME	
780L Louis Armstrong: Jazz Legend 770L ...If You Lived 100 Years Ago 750L Why Do Volcanoes Blow Their Tops 750L Lou Gehrig: The Luckiest Man 730L So, You Want to Be President? 710L Linnea in Monet’s Garden	Graff led him through a maze of clearances. Authority was a little plastic ball that Graff carried. He dropped it into chutes, and doors opened and people stood up and saluted and the chutes spat out the ball and Graff went on. Ender noticed that at first everyone watched Graff, but as they penetrated deeper into the spaceport, people began watching Ender. At first it was the man of real authority they noticed, but later, where everyone had authority, it was his cargo they cared to see. Only when Graff strapped himself into the shuttle seat beside him did Ender realize Graff was going to launch with him. “How far?” asked Ender. (Orson Scott Card, author) © 1985 by Tor Books.	790L The Catcher in the Rye 760L The Heart is a Lonely Hunter 750L Esperanza Rising 740L A Wrinkle in Time 740L The Minstrel’s Melody 710L Onion John
700L	HATTIE BIG SKY	
680L If You Grew Up with George Washington 680L Titanic 670L If You Were a Synonym 640L Stargazers 620L How Mountains are Made 610L When I Lived with Bats	I laughed. “Insult my baking, will you?” I pretended to box Chase’s ears. “Ungrateful child.” He wiggled away and grinned from safety behind Karl. I don’t know that Karl understood all of our silliness, but I could tell by his face he knew Mattie and Chase had been safe with me. “Danke,” he repeated. “See, he does like my bread,” I said, cutting several more slices. I set some bacon to frying, too. “Let me get some warm food in you before you go on your way. Your ma’s probably worn through the window glass watching for you to come home.” Karl reached a cracked and bleeding hand for another piece of bread. Bits of white flesh dotted his cheeks. Frostbite. “Off with those boots.” I ordered. He obeyed. I swallowed hard when I saw his chalk-white toes. (Kirby Larson, author) © 2006 by Kirby Larson. Reprinted by permission of Random House. All rights reserved.	680L Charlotte’s Web 670L Walking Across Egypt 670L Touching Spirit Bear 650L Chicken Sunday 630L Sadako and the Thousand Paper Cranes 620L Fig Pudding
600L	TIGER TURCOTTE TAKES ON THE KNOW-IT-ALL	
570L The Wright Brothers at Kitty Hawk 560L Shape Up! 540L Walt Disney: Young Movie Maker 530L Ibis: A True Whale Story 530L Langston Hughes: Great American Poet 520L Monster Money	“Tiger and Donna, I’m going to allow you to finish your name art assignment.” Maybe Ms. Rice would still be my favorite teacher. Part of my punishment included an apology. Yeah, that’s right. My mom and dad told me to apologize to Ms. Rice and Donna Overton. “We’re expecting you to handle yourself like a Turcotte.” I didn’t mind apologizing to Ms. Rice. I did disturb her class. But apologizing to Donna ... I honestly didn’t want to do. I just didn’t think it was fair unless she apologized to me first. “Ms. Rice, I’m sorry for cutting up in your class yesterday. I’ll try very hard not to disturb your class anymore.” (Pansie Hart Flood, author) © 2009 by Lerner Publishing Group.	590L Night 560L Sarah, Plain and Tall 540L Lily’s Purple Plastic Purse 530L Angela’s Airplane 520L The Polar Express 510L Officer Buckle and Gloria
500L	THE MAGIC SCHOOL BUS INSIDE THE EARTH	
490L Sun Up, Sun Down 460L Switch On, Switch Off 430L A Horse Named Seabiscuit 420L A Tree for All Seasons 410L Super Sand Castle Saturday 400L Amazing Animals	But suddenly, the bus began to spin like a top. That sort of thing doesn’t happen on most class trips. When the spinning finally stopped, some things had changed. We all had on new clothes. The bus had turned into a steam shovel. And there were shovels and picks for every kid in the class. “Start digging!” yelled Ms. Frizzle. And we began making a huge hole right in the middle of the field. Before long CLUNK! we hit rock. The Friz handed out jackhammers. We began to break through the hard rock. “Hey, these rocks have stripes,” said a kid. Ms. Frizzle explained that each stripe was a different kind of rock. We chipped off pieces of the rocks for our class rock collection. (Joanna Cole, author) THE MAGIC SCHOOL BUS is a registered trademark of Scholastic Inc. © 1987 by Joanna Cole. Reprinted by permission of Scholastic, Inc. All rights reserved.	470L The Enormous Carrot 460L The Empty Lot 440L Nate the Great and the Fishy Prize 420L Henry and Mudge: The First Book 420L Treasure Island 410L Jamaica Tag-Along
400L	FROG AND TOAD ARE FRIENDS	
380L Storm Chasers: Tracking Twisters 360L Squanto: Friend of the Pilgrims 330L Abe Lincoln’s Hat 310L Water Dance 300L Busy Buzzy Bee 300L From Tree to Paper	“That button is thin. My button was thick.” Toad put the thin button in his pocket. He was very angry. He jumped up and down and screamed, “The whole world is covered with buttons, and not one of them is mine!” Toad ran home and slammed the door. There, on the floor, he saw his white, four-holed, big, round, thick button. “Oh,” said Toad. “It was here all the time. What a lot of trouble I have made for Frog.” Toad took all of the buttons out of his pocket. He took his sewing box down from the shelf. Toad sewed the buttons all over his jacket. The next day Toad gave his jacket to Frog. Frog thought it was beautiful. (Arnold Lobel, author) © 1970 by Arnold Lobel. Reprinted by permission of HarperCollins Publishers, Inc. All rights reserved.	380L Bear at the Beach 360L Luka’s Quilt 350L Snow Day 340L Miss Nelson is Missing 330L Frog and Toad Together 320L There’s a Wocket in My Pocket
300L	MEET THE BOXCAR CHILDREN	
290L The Story of Pocahontas 280L North Carolina 250L Math in the Kitchen 230L What Makes Day and Night 220L Every Buddy Counts 210L Sharks!	He saw eyes watching him ‘Was it a bear? No, it was a dog! The dog held up a hurt paw. Jessie gently pulled out a thorn. The dog thumped his tail. “His name is Watch,” said Benny. Benny spotted a trash dump. “Look at all the great things people threw away,” he said. (Gertrude Chandler Warner, author) © by Albert Whitman & Company.	290L Strega Nona’s Magic Lessons 270L The Chalk Box Kid 250L Poppleton Everyday 240L Tales of Amanda Pig 220L Play Ball, Amelia Bedelia 200L Ronald Morgan Goes to Bat
200L		

\*Titles and reading selections in bold have North Carolina connections.

About The Lexile Framework® for Reading

The Lexile Framework for Reading provides a common, developmental scale for matching reader ability and text difficulty. Lexile® measures enable educators, parents and students to select targeted materials that can improve reading skills and to monitor reading growth across the curriculum, in the library and at home. Lexile measures are a powerful tool for linking assessment with instruction, by taking the guesswork out of selecting reading materials that meet and challenge a student’s ability.

Recognized as the most widely adopted reading measure, Lexile measures are part of reading and testing programs in the classroom and at the district and state levels. More than 115,000 books, 80 million articles and 60,000 Web sites have Lexile measures, and all major standardized tests can report student reading scores as Lexile measures. The Lexile Framework was developed by MetaMetrics®, an educational measurement and research organization, after 20 years of research funded, in part, by the National Institutes of Health.

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NOTE: The Lexile map provides a graphic representation of texts and titles matched to levels of reading ability. Lexile measures are a measure of text difficulty. They do not address age-appropriateness, student interest or the quality of the text. Educators and/or parents should always preview books. This book list is not endorsed or recommended by the North Carolina Department of Education.



# Public Schools of North Carolina

## State Board of Education | Department of Public Instruction

Dear Educators:

Strong reading skills are essential to our students’ success in school and life, so it is important that we use every research-based strategy and resource available to build and improve their reading comprehension abilities. Because it is so critical for every student to develop these skills, the North Carolina Department of Public Instruction has developed a North Carolina version of the Lexile® map. This tool allows you to use your students’ Lexile measures to find books that are engaging and a good match for their current reading level.

The Lexile Framework® for Reading is the most widely adopted reading measurement system in use today and assesses both students’ reading abilities and the text difficulty in books, magazines and even newspapers. In North Carolina, students in grades 3–8, as well as high school students taking the English I state assessment, receive a Lexile measure on their end-of-grade or end-of-course test results. With Lexile measures, you can build customized reading lists comprised of books that will tap into a student’s personal interests while also complementing his or her specific reading comprehension levels.

The North Carolina Lexile map is a great resource with a variety of fiction and nonfiction titles for students to choose from. The map also features a number of books with North Carolina connections, including Charles Frazier’s *Cold Mountain* and Thomas Wolfe’s *Look Homeward, Angel*, that will help students relate even more to the stories they are reading. To learn more about Lexile measures, and to use “Find a Book” to search the tens of thousands of additional book titles with Lexile measures, please visit [www.Lexile.com](http://www.Lexile.com).

We all want our students to be successful in school and their future careers. The North Carolina Lexile map is a tool you can use to help your students nurture a love of reading so that they are better prepared for this success and a lifetime of learning.

Sincerely,

June St. Clair Atkinson

## Lexile® Measures in the Classroom

### Lexile measures defined

The Lexile Framework® for Reading is a scientific approach to measuring text difficulty and reading ability, putting both texts and readers on the same scale to accurately match readers with reading materials. A Lexile measure for either a text or a reader is a simple number followed by an “L” (e.g., 850L). The Lexile scale ranges from below 200L for beginning readers and beginning-reading text to above 1700L for advanced readers and text. Both the Lexile measure and Lexile scale are integral parts of the Lexile Framework.

The Lexile Framework is not an instructional program any more than a thermometer is a medical treatment. But just as a thermometer is useful in managing medical care, Lexile measures are useful in managing instructional programs and resources.

### How Lexile measures work

All major standardized reading tests and many popular instructional reading programs report students’ scores as Lexile measures. Each year, more than 28 million Lexile measures are reported from national and state assessments, classroom assessments and reading programs, representing about half of U.S. students. Lexile measures allow you to connect students with books and articles at the same Lexile measure with the confidence that they will find the texts appropriately challenging. Lexile measures can be used both to promote reading progress and to assign the right level of reading materials in other curriculum areas. Lexile measures are flexible enough to be used as part of any type of reading program.

### Manage your students’ reading comprehension

Lexile measures allow you to manage comprehension. Matching a reader’s Lexile measure with a text with the same Lexile measure leads to an expected 75-percent comprehension rate—not too difficult to be frustrating, but difficult enough to be challenging and to encourage reading progress. You can further adjust anticipated comprehension simply by choosing more or less difficult texts within a student’s Lexile range, which spans 50L above and 100L below his or her Lexile measure.

### Track progress on a day-to-day basis

Lexile measures tie day-to-day work in the classroom to critical high-stakes tests that also report students’ scores as Lexile measures. This commonality allows you to provide interim assessment and feedback while using the same consistent measurement. Lexile measures help you set measurable goals, monitor and evaluate reading programs, and easily track progress without additional testing.

### Apply Lexile measures across the curriculum

More than 150 publishers have Lexile measures for their titles, enabling you to link all the different components of the curriculum. You can use a student’s Lexile measure to connect him or her with tens of thousands of books in the Lexile Book Database and tens of millions of newspaper and magazine articles (through popular periodical databases) that also have Lexile measures.

### Easily communicated to families

The Lexile Framework provides a clear, nonjudgmental way of communicating a student’s reading abilities to parents. It allows you to generate lists that help parents guide their children to appropriately challenging reading materials. Lexile measures can also be used to promote summer reading, and to select books that will provide more easily understood background information for school assignments. When standards and scores are reported as Lexile measures, families can be provided with examples of student goals or achievements by converting the Lexile measure into a range of familiar texts for outside reading.

### Using Lexile measures in your classroom

- . Develop individualized reading lists that are tailored to provide appropriately challenging reading.
- . Enhance thematic teaching by building a bank of titles at varying Lexile levels that not only support the theme, but provide a way for all students to successfully participate in the theme.
- . Use as an additional organizing tool when sequencing materials. For example, you might be choosing one book a month for use as a read-aloud throughout the school year. In addition to considering the topic, you could increase the difficulty of the books throughout the year. This approach is also useful if you are utilizing a core program or textbook that is set up in anthology format. (You may find that you need to rearrange the order of the anthologies to best meet your students’ needs.)
- . Develop a reading folder that goes home with students and comes back for weekly review. The folder can contain a reading list of books within the student’s Lexile range, reports of recent assessments and a parent form to record reading that occurs at home.
- . Choose texts lower in the student’s Lexile range when factors make the reading situation more challenging, threatening or unfamiliar. Select texts at or above the student’s range to stimulate growth when a topic is of extreme interest to the student, or when you will be adding additional support such as background teaching or discussion.
- . Use the free Lexile Book Database (at [www.Lexile.com](http://www.Lexile.com)) and “Find a Book” Web site (at [www.lexile.com/findabook](http://www.lexile.com/findabook)) to support book selection and create booklists within a student’s Lexile range to help the student make informed choices.
- . Use the free Lexile calculator to gauge expected reading comprehension at different Lexile measures for readers and texts.

### The Lexile Framework for Reading

The Lexile Framework for Reading, developed by educational measurement company MetaMetrics®, Inc., is an indispensable part of any reading program. Lexile measures give educators the confidence to choose materials that can improve student reading skills and take the guesswork out of connecting readers with appropriate texts. If you know a student’s Lexile measure, you can tell with a great deal of accuracy which books are appropriate for their reading ability. To find out more about The Lexile Framework for Reading, visit the Lexile Web site at [www.Lexile.com](http://www.Lexile.com).

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